## PROGRAM REVIEW DOCUMENT

<table>
<thead>
<tr>
<th>Name of Program:</th>
<th>Teacher Leader Endorsement (Graduate Advanced)</th>
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<tbody>
<tr>
<td>Certification Level:</td>
<td>P-12</td>
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<td>Endorsement - Certification Only</td>
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<tr>
<td>Program Codes:</td>
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| EPP Submission Coordinator: | Dr. Faye Deters  
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*Current catalog does not reflect changes to program to reduce hours for ETL 806 to 1 hour credit, reducing overall endorsement hours to 13 hours, and add EMS 850 as a curriculum option in addition to ETL 803 or the relocation of the program from the Educational Leadership and Counselor Education department to Curriculum & Instruction.*
I. Quality Assurance

The EPP has refined our Quality Assurance System to meet CAEP accreditation standards. The EPP has undergone an annual review process of goal setting, data collection, review and analysis of data including annual and three-year trend data (where program admission numbers permit), reporting results, and identifying meaningful change for program improvements for decades. Several years ago, Eastern Kentucky University implemented an Assurance of Learning Day campus wide, which required all programs at the University to engage in this process of analyzing data, reporting results, and determining changes needed to improve candidate performance and achievement. The program reports generated during the process described above are aligned to the assessment areas and program reports required by EPSB and the EPP wide reports required by CAEP. Program reports produced as a result are reviewed by the University’s Academic Planning and Assessment Committee and feedback is provided to the administrator for each program.

The data collected by the EPP for the process described above is aligned to the assessment areas required for annual reporting to EPSB and CAEP. Data collection is overseen by the Associate Dean for Accreditation, Assessment and Accountability. Data are gathered from multiple sources external to the EPP including ETS/Title II, EPSB and KCEWS (Kentucky Education and Workforce Statistics), and EKU’s Institutional Effectiveness Office of Institutional Research. Data are also collected internally through the EPP’s Office of Student Success (recruitment and retention), Office of Clinical Placement (placement data, clinical educator data, and clinical evaluation surveys), Office of Licensure and Certification (admission, exit, licensure, etcetera), and through EPP created assessments including Key Assessments (EPP-wide assessments of candidate performance) and program assessments (specific to programs and aligned to the SPA or professional organizations standards guiding the program). Key Assessment data is collected through the use of TaskStream, which is required for candidates in educator preparation programs leading to initial licensure, advanced licensure, or rank change. TaskStream has been used by the College for collecting evaluations of student performance since 2011 with all initial licensure programs across the EPP included, as well as most advanced licensure and rank change programs within the college. Additional advanced programs within the College that had collected data using other mechanisms, began migrating to TaskStream in 2015. Currently, the remaining two advanced programs that were housed outside of the College and not utilizing TaskStream for student evaluations are in the process of migrating to TaskStream as well.

For those EPP wide assessments that are not proprietary, a process for establishing construct and content validity and reliability is followed. Each EPP created Key Assessment is developed by a panel of experts using applicable professional standards with input from P-12 partners. Then, the EPP utilizes the Lawshe method for ensuring content validity by having a panel of experts, including P-12 partners, individually review the assessment and determine items on the scoring guide that are viewed as essential for the particular assessment. A content validity ratio (CVR) is established by utilizing a formula (CVR = \( \frac{n_e - N/2}{N/2} \)) where \( n_e \) is the number of experts who mark an item as essential and \( N \) is the number of
experts on the panel) to determine the extent to which experts agree that an item is essential. Items with a CVR score of .80 or higher are considered essential. After a CVR has been established for each item, panel experts discuss each item with a CVR value less than .80 to determine whether the item needs to be deleted or the assessment needs to be revised to clarify the alignment to the item. Then, the assessments are revised and reevaluated using the same approach ensuring that each assessment item retained has attained a CVR of .80 or higher. This process for establishing content validity is undertaken each time an assessment is revised.

The process of establishing reliability is undertaken each semester, as necessary, to ensure that all clinical faculty utilizing the assessment to evaluate candidate performance have interrater agreement. Initially, all faculty who score a given assessment undergo interrater agreement and calibration training. This process includes each faculty member individually utilizing the assessment to score a common candidate work sample. Next, a facilitator records each individual faculty member’s scores on a score sheet without discussion. A value of 1 is entered for each item where there is 100% agreement among faculty on the score (absolute agreement). A value of 0 is entered for each item where faculty scored the sample at different levels (where agreement is not 100%). Then, the faculty engage in a discussion explaining why each individual scored each item as they did. For any item with an interrater agreement value of 0, the faculty reach a consensus on what the score should be given the scoring criteria. Then they establish a “rule” for grading for that item to ensure that everyone grading that item knows the appropriate score and how to grade on that item. The rules are recorded and distributed to each faculty member. Then, the process is repeated using a new common student work sample until the raters reach a minimum of 80% agreement on the assessment ratings for the assessment. To calculate the percentage of agreement, the number of times the raters agree on the same data item is summed and divided by the total number of data items. Following the interrater agreement and calibration training, an interrater reliability session is conducted with each assessment. This process involves having each faculty member who scores the assessment, individually score a common student work sample. Scores assigned by each faculty member are recorded by the facilitator and the resulting data is used to establish a reliability coefficient (using Cohen’s Kappa Statistic or other acceptable process determined by researcher) for the assessment. In this way, reliability is established for each assessment.

The program reports generated during the process described above are aligned to the assessment areas and program reports required by EPSB and the EPP wide reports required by CAEP. The EPP has continued improving and strengthening its processes used for program assessment to meet CAEP requirements and standards.

II. Program Experiences
This endorsement is tailored to meet the needs of a working professionals who aspire to be leaders in their schools and districts while continuing as classroom teachers. It positions candidates to support the development of new teachers, lead school improvement initiatives, assist school administrators with professional development activities and attend
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to other leadership needs within a school. As part of our 100% online programs, it’s tailored
to the needs of working professional with flexible scheduling, courses that are available in
every 8-week/16-week term, and curriculum led by the same faculty who teach in the brick
and mortar EPP courses. As part of the EPP’s eCampus programs, candidates are
guaranteed small student to teacher ratios, 24/7 technology support, faculty and staff
advisors and university support services to ensure learning outcomes are maximized (e.g.,
NOEL Studio Online Writing Mentoring, SmartThinking.com, etc.).

a. Program Courses/Experiences –
Each individual program includes core content courses designed to provide candidates
with the knowledge they need to teach effectively in the specific discipline and grade
level for which they are seeking certification or pursuing advanced study. The content
core for the Teacher Leader Endorsement program is included in the linked chart. See
Teacher Leader Endorsement Course Inventory Chart linked at http://epsb-
caep.eku.edu/epsb-program-reviews.

The curriculum guide is the primary method used to communicate program details with
each candidate. Please see linked guide in the program display at http://epsb-
caep.eku.edu/epsb-program-reviews. In addition, the curriculum contract is entered
into every candidate’s online degree audit planner with advising notes (Degree Works).
The curriculum guide and the degree audit planner serve as the official communication
regarding each program of study. Both are reviewed routinely by faculty and staff
advisors. All 100% online programs also have a dedicated Blackboard portal site that
contains information specific to registration (i.e., course schedule trackers, registration
CRNs, semester and term information, etc.). Each student is assigned a faculty advisor
and a staff assistant advisor to monitor course progress, help with selection of electives,
provide reminders, advise candidates regarding PRAXIS exam requirements, and ensure
that the appropriate paperwork is reviewed and submitted at the correct time for
licensure/certification changes. The EPP ensures that all candidates receive a uniform
and streamlined communication plan for advising.

i. Admission criteria – For clear admission to the Graduate School at Eastern Kentucky
University, candidates must meet the following admission requirements:
   A. A baccalaureate degree from a regionally accredited institution.
   B. An overall undergraduate grade point average (UGPA) of 2.5 or 2.75 (4.0 = A) on
      the last 60 semester hours of the baccalaureate program (all hours attempted
      in the semester in which the 60th hour occurs will be counted).
   C. Submission of acceptable official Examination (GRE/MAT/GMAT). Applicants
      with a cumulative undergraduate GPA of 3.0 or higher or 3.25 (4.0 = A) in the
      last 60 semester hours of the baccalaureate program are exempt from the
      Entrance Examination requirement unless the GRE/MAT/GMAT is required by
      the graduate program. All hours attempted in the semester in which the 60th
      hour occurs will be counted.
Individual programs may have additional or higher criteria for clear admission above the Graduate School requirements. A department may waive the requirements for clear admission stipulated in B and C for applicants having earned a graduate degree from a regional, accredited intuition.

The College of Education and the Department of Curriculum and Instruction, where this program resides, have additional admission requirements that are more rigorous than the Graduate School and conform to the admission regulations of EPSB.

For Endorsement Programs, candidates must meet the admission requirements of the Eastern Kentucky University’s Graduate School and have completed an initial teaching certification program. In addition, candidates must have earned an overall 3.0 undergraduate GPA or a 3.0 in the last 60 hours completed and a Verbal score of 150 and a Quantitative score of 143 and an Analytical Writing score of 4.0 on the GRE; or a score of 375 on the Miller Analogies Test (MAT). Scores on the GRE or MAT exams are used in conjunction with the Undergraduate GPA in selecting candidates for admission. Applicants with cumulative undergraduate GPAs of 3.0 or higher, or 3.25 or higher in their last 60 hours of undergraduate work are exempt from the GRE/MAT requirement.

ii. Clinical/Professional Experiences – Clinical experiences for all advanced licensure graduate programs are embedded within courses for each program and it is within these courses where the program key assessments also reside. Because the clinical experiences, or tasks, that candidates complete are often directly linked to critical program key assessments, we ensure that candidates positively impact students’ learning and development while also being assessed using the Kentucky Teaching Standards—Advanced, InTASC Standards, ISTE Standards, and appropriate SPA standard sets. This ensures a direct correlation between tasks in courses and supporting clinical tasks in a field setting.

To ensure appropriate monitoring of clinical tasks occurs, several strategies are uses. 
   A. Candidates complete clinical logs to report on all activities completed in the clinical setting and to track hours; 
   B. Candidates complete a diversity verification log to ensure that they work with at least one diverse classification (i.e., low socioeconomic status (SES), ethnic diversity, racial diversity, English Language learners, or disability);

Candidates currently teaching in an approved school setting may use their own classroom and/or school setting to complete clinical experiences. Candidates not currently employed, or those completing a program without an adequate student population for their program requirements, are assigned a clinical site by the College of Education Field Services office. Eastern Kentucky University’s College of Education maintains contractual memorandum of understandings (MOAs) for all districts within our service area to facilitate clinical placements.
All courses for the Teacher Leader Endorsement explicitly require clinical hours (Total for Endorsement = 126 hours).

- ETL 800 Leadership Skills for Teachers – 14 hours
- ETL 801 Leading Achievement Change – 14 hours
- ETL 803 Curriculum for Leaders – 18 hours
- ETL 805 – Research for Teacher Leaders – 40 hours
- ETL 806 – Capstone Research – 40 hours

iii. Exit requirements – Upon completion of the curriculum contract, candidates are exited from the endorsement program. The requirements for Teacher Leader Endorsement are that candidates must earn an overall GPA of 3.0 or higher, with no grade lower than a C.

**Teacher Leader Endorsement** – This endorsement requires completion of the required courses on the curriculum contract. Candidates must also successfully complete all Key Assessments.

iv. Kentucky Performance Standards

1. Kentucky Teacher Standards (KTS) – All advanced teacher preparation programs are aligned to the Kentucky Teacher Standards-Advanced as indicated in the Program Assessment Charts for each program and program syllabi for professional, clinical, and content core courses. Syllabi also indicate alignment to the appropriate SPA standards. Program assessments, including the key assessments that are collected EPP wide, measure performance on indicators directly aligned to the Kentucky Teacher Standards-Advanced, CAEP, and InTASC standards. Please see Professional Education Core and Teacher Leader Endorsement Program Review Assessments linked at [http://epsb-caep.eku.edu/epsb-program-reviews](http://epsb-caep.eku.edu/epsb-program-reviews).

2. Kentucky Academic Standards (KAS) - Content-focused and pedagogy courses are aligned with both PRAXIS content expectations and Kentucky Academic Standards. The professional courses in this endorsement program include requirements for assessment, instructional planning and/or interventions, reflection, and collaboration that align to the Kentucky Academic Standards. Faculty across the university who prepare our teacher candidates have also had training related to the Kentucky Academic Standards. From an instructional point of view, this prepares faculty to embed content and instruction appropriate for developing candidates’ proficiency with those standards.

In ETL 801 Leading Achievement Change, for example, candidates must identify a problem related to student achievement within the context of their classroom or educational setting, department or grade level, or school. Based on performance data and contextual information, candidates use logic modeling to design a detailed change plan of action that addresses an existing program or project.
identified for retooling. This project and key assessment provides an opportunity for candidates to collaborate with stakeholders in their school setting in addressing an identified area of concern related to student achievement and using evaluation procedures to ensure future success goals are achieved (See KA 3_4).

In the ETL 800 Leadership Skills for Teachers, candidates plan and implement a variety of developmentally appropriate, diverse methods for teaching and maintain a learning climate that supports all learners in diverse classroom placements. The clinical diversity assessment measures candidates performance in this area and, because it is the first course in the program sequence, allows faculty to assist candidates in developing a professional growth plan if needed (See KA 5).

Through these expectations, candidates demonstrate knowledge in the content areas and utilize standards as the curriculum base upon which to implement research-based instructional practices. When candidates carefully align their standards-based learning goals with both assessment and instruction (See KA 1, 3, 4, 6), they demonstrate a thorough understanding of the Kentucky Academic Standards-Advanced and the Model Teacher Leader Standards. EPP-level assessments and course assessments provide evidence of the candidates’ success. In analyzing the rubrics for these assessments, reviewers will note the depth of knowledge and application that are required for candidates to be successful on these key assessments.

EPP-level assessments provide evidence of the candidates’ success. In analyzing the rubrics for these assessments, reviewers will note the depth of knowledge and application that are required for candidates to be successful on these key assessments. (See also Section II.iii.1 above).

The key assessments for this endorsement include the following:

**KA 1_ETL 805_Action_Research_Report** which requires candidates to demonstrate disciplinary-specific content knowledge and exhibit program-based research using student assessment data for instructional planning.

**KA 2_Dispositions** which requires faculty in two courses to complete a dispositional survey about candidates’ competencies and for candidates to self-reflect on dispositional competencies.

**KA 3_4_ETL 801_District_Data_Case_Study** leads candidates through an evaluation and retooling case study based on student assessment data and school contextual data.
KA 3_4_ETL 806_Data_Driven_Decision_Making requires candidates to develop and complete a research project by collecting, analyzing, and interpreting data related to the impact on student learning. Candidates use this action research as their final exit requirement from the endorsement program.

KA 5_ETL 800_Clinical_Diversity_Assessment requires that candidates plan and implement a variety of developmentally appropriate, diverse methods of instruction and maintain a learning climate that supports all learners in diverse classroom placements.

KA 6_ETL 803_EMS850_Project_Based_Unit requires that candidates align curriculum and develop curriculum through practical experiences, research, analysis, synthesis and justification for the applied curriculum. Candidates study appropriate instructional technology, types and purposes of formative and summative assessments, including Kentucky’s assessment plan for P-12 and review and evaluate research-based instructional strategies for all learners. Reviewers should also note the alignment of Key Assessments to standards within the Assessment chart for the Teacher Leader Endorsement.

3. Kentucky P-12 Curriculum Framework and Kentucky P-12 Assessment System – In order to ensure that candidates are adhering to the P-12 Curriculum Framework, candidates use KTIP documents and templates for planning, designing, implementing, and reflecting. Candidates use EPP-prepared templates and online portfolios to document learning, reflect on their professional progress, and differentiate instruction for learners. Candidates utilize these documents and implement many of these designed tasks in their clinical embedded experiences as well.

Kentucky’s P-12 curriculum framework responds to the understanding that educators must create a 21st century learning environment that is motivating, current, and global. Our candidates specifically are expected to plan with 21st century learning approaches in mind in their coursework. Beyond that, the candidates themselves experience a cognitively stimulating, creative, collaborative, and problem-solving learning environment as well. The EPP is preparing its candidates to think and communicate more globally, more responsively, and more critically. We are encouraging deeper, more reflective goal setting; we are embedding direct instruction in cultural competency and ethics/professional behaviors across the content courses; and we are promoting leadership through collaborative professional growth. These elements will make our candidates stronger as learners and as reflective practitioners.

Candidates subsequently apply these skills and approaches to their own curricular planning as they learn to effectively use data, to differentiate in meeting every learner’s instructional needs, and to deliver high quality instruction through
research-based practice. Kentucky’s framework reminds its educators that cross-curricular competencies and processes are as important to curriculum design as the standards themselves. In expecting our candidates – as both learners and teachers themselves – to self-evaluate (through professional growth plans and reflective assignments), develop/use digital tools, and support cognitive/social/affective engagement, we promote candidates’ development as informed and influential classroom decision-makers. Elements of collaboration, communication, technology, global perspectives, and critical/creative thinking are embedded throughout the candidates’ experience and are expected to be reflected in the way that they plan and implement instruction, in clinicals, with K-12 students.

Kentucky’s assessment systems also impacts candidates’ experience at many levels. In general terms, the teacher leader courses emphasize the need for candidates to utilize research-based and data-informed practices. The dual emphasis on research and data equip candidates to use assessment data to prepare students for assessment. In emphasizing the cyclical nature of assessment, instruction, assessment, intervention, and so on, candidates use data – at the classroom, school, and district levels – to make informed decisions about their diverse students’ needs. From the time that they begin their endorsement work in ETL 800, to the time that they complete their Capstone Research in ETL 806, candidates are immersed in instruction, tasks, and projects that facilitate their understanding of this process.

As most candidates are in-service teachers, they are already aware of the impact of K-12 assessment. Regardless of whether candidates are currently practicing or not, they utilize classroom data as well as school report card data in planning instruction or interventions.

4. Candidate use of formative and summative assessments – The Key Assessment Cover Sheets With Rubrics documents clearly indicate how often and in what ways candidates are expected to use, design, reflect on, react to, and synthesize data. They use both classroom and school data throughout these projects.

Developing candidates’ proficiency with varied, authentic, and purposeful assessment is a primary goal of EKU’s advanced licensure preparation. From the earliest course in their endorsement program (ETL 800, for example) to their clinical experiences, candidates use assessments. In any course where pedagogy is addressed, assessment is tied to it. Candidates strengthen their awareness of the link between data, standards, and instruction in all of their pedagogy courses, especially since all courses house key assessments. They are reminded of the careful connection and cyclical impact of assessment on instruction; they must demonstrate evidence-based decision making; and they must use assessments to assist in differentiating for varied student needs. Candidates’ experiences in
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their clinical settings are vital to their understanding of assessment and the role it plays in instruction, and they fully realize the impact of assessment on teaching and learning when they complete their action research project and capstone presentation.

v. SPA Alignment – All advanced professional education programs for teachers are aligned to KTS-Advanced, InTASC, ISTE Standards for Teachers, and CAEP. The Teacher Leader Endorsement program is also aligned to Model Teacher Leader Standards. See Teacher Leader Endorsement SPA Alignment chart at http://epsb-caep.eku.edu/epsb-program-reviews.

III. Evidence of Field/Clinical Partnerships
Candidates in advance programs already hold certification in an area of licensure and are seeking to add, enhance, or extend certification. The majority of candidates are employed full time and many of the candidates are already teaching in the area in which they are seeking a degree, certification, or endorsement. The EPP’s Center for the Preparation of Educational Professionals (CPEP) Clinical Experiences Office establishes clinical relationships with districts throughout Kentucky. They ensure that we have current memorandums of agreement (MOAs) for each district where our advanced licensure candidates seek clinical placements. The EPP maintains partnerships with nearly 30 districts as evidenced by the MOAs with our partnering districts. In addition, the EPP maintains an Educator Preparation Advisory Committee that meets routinely to discuss program data with clinical partners and seek their council about educator preparation. The EPAC is comprised of teacher and administrator representatives from numerous districts. In addition, the Board includes content faculty from across the institution (outside the College of Education), and COE faculty and staff.

Madison County Public Schools, with district offices in Richmond, Kentucky is our closest partner at the main campus. As with all districts partnering with the EPP for clinical placement Eastern Kentucky University has a formal Memorandum of Agreement to work with Madison County Schools as well as a Memorandum of Understanding between the superintendent and EKU office of clinical experiences. Madison County and the Office of Clinical Experiences work together to provide classroom settings for a range of clinical experiences, from the introductory guided experiences to more advanced professional semester and the full year residency placements. Madison County administrators and school leaders, along with leaders from partnering districts, serve on the Educator Preparation Advisory Committee, an advisory group that meets three times each year to review program data, clinical experiences, and proposed revisions to programs or clinical experiences, and work together for continuous improvement of candidate preparation.

Representatives from Eastern Kentucky University, Madison County Public Schools, Corbin Independent School District, and several other partnering districts serve on the Educator Preparation Advisory Committee and provide expertise on preparation program recommendations. Some of these highly qualified public school partners also often serve as
adjunct professors for certain courses, which gives them another perspective and builds on the working relationship between EKU and these districts.

Additionally, the EPP ensures that faculty with content expertise are assigned to teach advanced level courses that include clinical experiences. These faculty personally supervise candidates’ clinical experiences to ensure that theory and practice are linked in the field with course content and standards. When needed, they visit candidates at their site for observations or arrange for digital live observations to occur. By ensuring that our most experienced faculty, sometimes even experts from among our district partners, teach the courses in which clinical experiences are embedded, the EPP ensures that all experiences are aligned to KTS-A and SPA standards while also ensuring the experiences are relevant and not just additive to P-12 students experiences. Where units of study are observed, the supervising faculty ensure that KTIP procedures are followed that include submissions similar to those for KTIP Internship teachers. Observation instruments are aligned with standards and theory frameworks which candidates utilize throughout their coursework.

Candidates enrolled in the degree, certification, endorsement, and Rank 1 programs within the EPP’s Department of Curriculum and Instruction often do so to meet the needs of the district through requests of their principals or to meet an identified need in this area in their district. All practicum candidates have a University supervisor (also the practicum course instructor) who works in conjunction with the principals and/or cooperating teachers as applicable in the clinical course placement. The cooperating teacher (if assigned) and/or principals are provided with documents outlining the practicum requirements and expectations. In cases where candidates are not already teaching in a new area of certification, candidates work with their principal to identify classrooms and cooperating teachers with whom they can fulfill their practicum experiences. Candidates must work with student(s) matching the degree, certification, endorsement, or Rank 1 concentration. When a candidate is not a working educator, the EPPs Center for the Preparation of Educational Professionals Office of Clinical Experiences and/or the Clinical Faculty Supervisor for the course (course instructor) in which the clinical experiences take place ensure that the candidate receives a clinical placement at an appropriate school site.

Further, the EPP ensures that candidates complete clinical placements at sites where they have opportunities to work with a diverse group of P-12 students and that the duration of clinical experiences is sufficient to ensure candidate competencies on KTS-A Standards (see Course Inventory Chart). Through the use of Professional Growth Plans, candidates in program degrees identify areas for improvement and enrichment to support learning and development for all students (KTS-A 9 and 10). (See Program Experiences Section II above for further information.)

IV. Syllabi – Professional Education

Syllabi for the Courses in the Teacher Leader Endorsement program are linked at http://epsb-caep.eku.edu/program-review. See Content Course titles for Syllabi under Teacher Leader Endorsement.
V. Program Faculty Matrix
Information for all program faculty is included in the Faculty Matrix chart at http://epsb-caep.eku.edu/program-review.

VI. Curriculum Contract/Guidesheet
The planned programs include the admission criteria, required coursework, and exit criteria including the Praxis Licensure Exam disclaimer. The guide for the Teacher Leader Endorsement is linked under Teacher Leader Endorsement (Certification Only) at http://epsb-caep.eku.edu/program-review.